

## Pacolet Elementary

150 McDowell St.  
Pacolet, SC 29372

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	406 Students	
<b>Principal</b>	Martha P. Thomason	864-474-4060
<b>Superintendent</b>	Dr. Jim Ray	864-579-8000
<b>Board Chair</b>	Mr. Eddie Dearybury	864-579-8000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	29	58	3	0

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Good	Excellent	Yes
<b>2006</b>	Average	Unsatisfactory	Yes

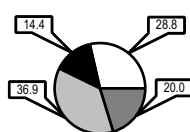
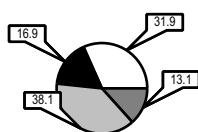
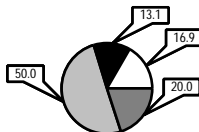
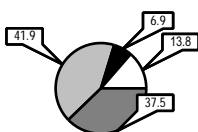
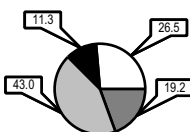
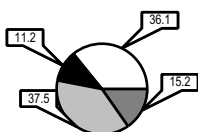
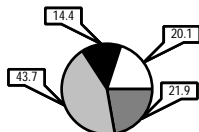
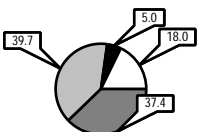
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	167	95.2	12.5	41.4	38.8	7.2	59.2	Yes	Yes
<b>Gender</b>									
Male	91	93.4	14.6	45.1	34.1	6.1	56.1	N/A	N/A
Female	76	97.4	10.0	37.1	44.3	8.6	62.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	125	95.2	10.3	37.1	43.1	9.5	64.7	Yes	Yes
African American	36	94.4	20.0	60.0	20.0	0.0	36.7	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	136	100.0	8.5	40.8	43.1	7.7	63.8	N/A	N/A
Disabled	31	74.2	36.4	45.5	13.6	4.5	31.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	95.2	12.5	41.4	38.8	7.2	59.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	167	95.2	12.5	41.4	38.8	7.2	59.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	89	94.4	15.4	47.4	34.6	2.6	51.3	Yes	Yes
Full-pay meals	78	96.2	9.5	35.1	43.2	12.2	67.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	167	95.2	15.1	50.7	20.4	13.8	54.6	Yes	Yes
<b>Gender</b>									
Male	91	93.4	14.6	48.8	26.8	9.8	53.7	N/A	N/A
Female	76	97.4	15.7	52.9	12.9	18.6	55.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	125	95.2	12.9	48.3	21.6	17.2	61.2	Yes	Yes
African American	36	94.4	23.3	60.0	13.3	3.3	30.0	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	136	100.0	10.8	52.3	20.8	16.2	60.0	N/A	N/A
Disabled	31	74.2	40.9	40.9	18.2	0.0	22.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	95.2	15.1	50.7	20.4	13.8	54.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	167	95.2	15.1	50.7	20.4	13.8	54.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	89	94.4	20.5	57.7	16.7	5.1	42.3	Yes	Yes
Full-pay meals	78	96.2	9.5	43.2	24.3	23.0	67.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	167	98.8	31.9	38.1	13.1	16.9	30.0
<b>Gender</b>							
Male	91	97.8	33.0	37.5	14.8	14.8	29.5
Female	76	100.0	30.6	38.9	11.1	19.4	30.6
<b>Racial/Ethnic Group</b>							
White	125	98.4	26.2	37.7	14.8	21.3	36.1
African American	36	100.0	56.3	37.5	6.3	0.0	6.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	136	100.0	26.9	38.5	15.4	19.2	34.6
Disabled	31	93.5	53.3	36.7	3.3	6.7	10.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	98.8	31.9	38.1	13.1	16.9	30.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	167	98.8	31.9	38.1	13.1	16.9	30.0
<b>Socio-Economic Status</b>							
Subsidized meals	89	98.9	39.8	36.1	13.3	10.8	24.1
Full-pay meals	78	98.7	23.4	40.3	13.0	23.4	36.4

<b>Social Studies</b>							
All Students	167	98.8	28.8	36.9	20.0	14.4	34.4
<b>Gender</b>							
Male	91	97.8	25.0	39.8	15.9	19.3	35.2
Female	76	100.0	33.3	33.3	25.0	8.3	33.3
<b>Racial/Ethnic Group</b>							
White	125	98.4	25.4	36.1	22.1	16.4	38.5
African American	36	100.0	40.6	40.6	9.4	9.4	18.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	136	100.0	23.8	38.5	23.1	14.6	37.7
Disabled	31	93.5	50.0	30.0	6.7	13.3	20.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	98.8	28.8	36.9	20.0	14.4	34.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	167	98.8	28.8	36.9	20.0	14.4	34.4
<b>Socio-Economic Status</b>							
Subsidized meals	89	98.9	30.1	43.4	16.9	9.6	26.5
Full-pay meals	78	98.7	27.3	29.9	23.4	19.5	42.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	61	100.0	10.5	28.1	45.6	15.8	61.4
	4	57	100.0	10.7	42.9	44.6	1.8	46.4
	5	71	100.0	14.1	57.8	26.6	1.6	28.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	98.1	12.5	41.7	37.5	8.3	45.8
	4	62	95.2	7.1	35.7	44.6	12.5	57.1
	5	53	92.5	18.8	47.9	33.3	0.0	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	61	100.0	22.8	50.9	22.8	3.5	26.3
	4	57	100.0	12.5	39.3	33.9	14.3	48.2
	5	71	100.0	15.6	56.3	17.2	10.9	28.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	98.1	18.8	60.4	16.7	4.2	20.8
	4	62	95.2	7.1	42.9	25.0	25.0	50.0
	5	53	92.5	20.8	50.0	18.8	10.4	29.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	61	100.0	31.6	28.1	26.3	14.0	40.4
	4	57	100.0	28.6	32.1	26.8	12.5	39.3
	5	71	100.0	20.3	35.9	23.4	20.3	43.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	44.9	36.7	12.2	6.1	18.4
	4	62	96.8	22.0	37.3	13.6	27.1	40.7
	5	53	100.0	30.8	40.4	13.5	15.4	28.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	61	100.0	14.0	38.6	21.1	26.3	47.4
	4	57	100.0	17.9	55.4	21.4	5.4	26.8
	5	71	100.0	25.0	50.0	20.3	4.7	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	26.5	36.7	22.4	14.3	36.7
	4	62	96.8	13.6	35.6	25.4	25.4	50.8
	5	53	100.0	48.1	38.5	11.5	1.9	13.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 406)</b>				
First graders who attended full-day kindergarten	92.2%	Down from 100.0%	100.0%	100.0%
Retention rate	5.0%	Up from 4.5%	2.7%	2.8%
Attendance rate	96.6%	Down from 96.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%	Down from 6.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%	Down from 6.4%	0.0%	0.0%
Eligible for gifted and talented	12.9%	Down from 18.1%	11.5%	10.4%
On academic plans	22.2%	N/AV	35.0%	33.6%
On academic probation	23.6%	N/AV	1.2%	1.0%
With disabilities other than speech	9.3%	Up from 9.0%	8.3%	7.5%
Older than usual for grade	0.3%	Down from 0.8%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	66.7%	No change	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.9%	Down from 92.4%	88.1%	87.3%
Teacher attendance rate	94.4%	Down from 96.5%	94.7%	94.9%
Average teacher salary	\$47,197	Up 1.8%	\$42,556	\$42,485
Prof. development days/teacher	10.2 days	Down from 16.9 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 18.8 to 1	18.8 to 1	18.6 to 1
Prime instructional time	90.0%	Down from 92.4%	89.4%	89.7%
Dollars spent per pupil*	\$7,885	Down 5.9%	\$6,360	\$6,557
Percent of expenditures for teacher salaries*	59.2%	Up from 58.0%	63.5%	64.0%
Percent of expenditures for instruction*	62.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pacolet Elementary School had a successful 2005 - 2006 school year. The following are examples of our accomplishments.

The school theme, Dive into Learning, promoted student interest in all subject areas. Students wrote across the curriculum and at all grade levels using the Write from the Beginning model. They also used notebooking to reflect and write about their learning. Each student in grades kindergarten through five had a writing notebook where writing samples will remain throughout each student's elementary grades to document his/her growth. Teachers used Strategies That Work by Harvey and Goudvis to broaden the balanced literacy program. They also used Measures of Academic Progress (MAP) data to determine individual student needs. The use of Creating Excellence in Elementary Mathematics (CEEM) increased the use of manipulatives during mathematics instruction.

The science program was greatly enhanced through the efforts of a science coach. Student enthusiasm increased significantly as a result of inquiry-based instruction and materials. Additional multi-level nonfiction social studies and science books were purchased to meet individual student needs.

Students excelled in their use of technology to enhance projects across the curriculum. The use of technology in instruction was strengthened by twelve teachers completing the Intel Teach to the Future course. Sound field systems and Promethean boards were installed in classrooms to create active learning environments. All students enjoyed learning as they used the web-based CompassLearning Odyssey program.

The 21st Century Community Learning Center Grant provided an extended day standards-based program available to all students in grades 3 - 5. English language arts and mathematics needs were addressed Mondays, Tuesdays and Thursdays before and after the regular school day. Art, music and physical education activities were provided on Wednesdays, and an accelerated component was included.

Parents were involved as evidenced by 100% participation in two scheduled report card parent-teacher conferences. MAP and PACT parent, student and teacher conferences were also held. An active PTO provided instructional supplies for teachers and continued their efforts to provide playground equipment for grades four and five play area. Business partner BASF's employees continued as mentors to selected third grade students. BASF also provided a grant to improve the environment and incentives for Earth Day activities. Town government officials provided field trips and guest speaker opportunities. Over 100 volunteers contributed significantly, logging 3,000+ hours. Our school family showed their generous spirit by contributing \$10,000 to Relay for Life.

We are proud of this year's accomplishments!

Martha P. Thomason, Principal  
Bavueir Jackson, Chair of School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	47	47
Percent satisfied with learning environment	100.0%	82.6%	76.7%
Percent satisfied with social and physical environment	100.0%	83.0%	80.4%
Percent satisfied with school-home relations	100.0%	78.3%	82.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.